

State of Hawaii
Department of Health
Family Health Services Division
Children with Special Health Needs Branch
Early Intervention Section

Addendum 1

March 16, 2012

to

Request for Proposals

**RFP No. HTH 560-CG-12-2: Infant and Toddler Early
Intervention Services: Complex Medical Needs**

Date Issued: February 24, 2012

March 16, 2012

ADDENDUM NO. 1

to

REQUEST FOR PROPOSALS

**Infant and Toddler Early Intervention Services: Complex Medical Needs
HTH 560-CG-12-2**

The Department of Health, Family Health Services Division, Children with Special Health Needs Branch, Early Intervention Section is issuing this addendum to:
RFP Number HTH 560-CG-12-2: Infant and Toddler Early Intervention Services: Complex Medical Needs, for the purposes of:

- ☒ Responding to written questions that arose as a result of the orientation meeting of March 6, 2012 and written questions subsequently submitted in accordance with Section 1-V, of the RFP.
- ☒ Amending the RFP.
- ☐ Final Revised Proposals

The proposal submittal deadline:

- ☐ is amended to <new date>.
- ☒ is not amended.
- ☐ for Final Revised Proposals is <date>.

Attached is (are):

- ☒ A summary of the questions raised and responses for purposes of clarification of the RFP requirements.
- ☒ Amendments to the RFP.
- ☐ Details of the request for final revised proposals.

If you have any questions, contact:
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Responses to Question Raised by Applicants
for

RFP Number HTH 560-CG-12-2: Infant and Toddler Early Intervention Services:
Complex Medical Needs

1. In regards to the Multidisciplinary Developmental Evaluations (MDEs), who will be approved/expected to be part of the MDE team? For example, can any staff with a Bachelor's degree be a part of the MDE team as long as they are trained?

Response: Although an individual must have a Bachelor's degree to be part of the MDE team, they also must be hired into a position that requires, at a minimum, a Bachelor's degree. For example, even if a paraprofessional has a Bachelor's degree, s/he cannot be part of the MDE team as a Bachelor's degree is not a prerequisite for a paraprofessional position.

2. Are Certified Occupational Therapy Assistants (COTAs), Physical Therapy Assistants (PTAs) and/or Speech-Language Pathology Assistants (SLPAs) able to participate in the MDE team since they have a certificate?

Response: COTAs, PTAs, and SLPAs cannot be part of the MDE team because these assistant-level positions do not require a Bachelor's degree; having a certificate is not sufficient.

3. Who can serve as a Special Instruction (SI) consult on an IFSP? For example, a child scores below -1.0 in cognitive and personal social and speech. We would assign a "general educator" as the Primary Provider and would also need to have consult in Speech, but would we also need to include a Consult in SI? Would that need to be Special Educator with a Master's degree?

Response: Either of the "special instruction" staff (i.e., the Special Educator or Teacher) may serve as a consultant for special instruction to support the Primary Provider and family.

4. POS programs are contracted to serve a specific number of children. Since our referrals are 100% dependent on H-KISS, what will the DOH's measures be to ensure that all referrals to H-KISS are processed in a timely manner?

Response: H-KISS works diligently to ensure that referrals are forwarded to the appropriate EI program within 2 days of receiving verbal consent from the family. On occasion, especially when there are H-KISS staff shortages, the timeline cannot be met. When this occurs EIS assists H-KISS to support timely referrals by identifying other staff to assist H-KISS with the referral and/or paperwork process.

5. What are and will be the efforts of DOH to increase public awareness of Early Intervention in the state, along with the efforts of the individual programs to increase awareness of Early Intervention services in their communities?

Response: DOH/EIS supports public awareness of early intervention through participation in a variety of public events that are "aimed" to increase the public's awareness of child development and knowledge of early intervention services. This, in turn, may increase referrals to early intervention. Public awareness events include booths at a variety of public events including: the Children and Youth day at the capitol; the Special Parent Instruction Network

(SPIN) conference; the Early Childhood Conference; community health fairs, disability-specific walks/runs (e.g., Down Syndrome walk), etc. In addition, EIS staff is frequently asked to speak to UH and community college students, at community preschools, and at various conferences and workshops. EIS also provides early intervention brochures and developmental checklists to pediatricians, hospitals, and various community groups.

6. Based on EIS Worksheet 4, if there is no need for sub-contracted services, can we still propose sub-contracted rates? Similarly, can we also propose manager and primary provider exception rates even if we are unsure that they will be needed?

Response: It is highly recommended that even if the applicant is unsure if any of the above rates are needed (i.e., sub-contracted rate, manager rate and/or primary provider exception rate), they should still complete EIS Budget Form 5 and EIS Worksheets 6, 7, and 8. A justification note should be included on EIS Worksheet 1a that even though no hours are included at this time, a primary provider exception rate will be included as a precaution if it is later needed.

7. The Proposal Application Instructions in Section 3 (2nd bullet) state that the titles/subtitle, the applicant organization and RFP identification information must be on the top right hand corner of each page. Is this required?

Response: No, only the RFP identification information and the applicant organization are required in the header.

8. Will EIS provide foreign language/sign language interpreter services via the Authorization for Services procedures or is this a requirement of the applicant.

Response: Section 2, III, E, 2, g clearly states that the Provider is responsible for providing interpreter services if English is not the family's native or primary language. Section 2, III, E, 2, h clearly states that the Provider must have resources to provide sign language when the primary caregiver is in need of sign language interpretation. EIS Budget Form 1, Section B, Other Current Expenses, includes line item 19 so that the Applicant can include funds to support foreign and sign language interpretation.

RFP Number HTH 560-CG-12-2: Infant and Toddler Early Intervention Services: Complex Medical Needs is amended as follows:

<i>Subsection</i>	<i>Page</i>	
Section 1, Administrative Overview		
No Changes		
Section 2, Service Specifications		
III (E, 1,c) – Certified assistants	22	Add certified Speech-Language Pathologist Assistant (SLPA) who shall work under the supervision of a Speech-Language Pathologist as required. Wherever the term “certified assistants” is found, the SLPA is to be included in the definition.
Section 3, Proposal Application Instructions		
No Changes		
Section 4, Proposal Evaluation		
No Changes		
Section 5, Attachments		
<u>Attachment A</u> – Proposal Application Checklist	63	The Proposal Application Checklist has been revised by removing the “X” in the column “Required by Purchasing Agency” for the Item: POST 210 & 210A – Report of expenditures. Please use revised checklist.
<u>Attachment D-2</u> - EIS Instructions: Budget Form 3	87	Add to the instructions: “Provide the basis of the cost allocation and justification for administrative personnel.”
<u>Attachment D-4</u> – EIS Budget Form 3	N/A	Add to the justification/comments: “Provide the basis of the cost allocation and justification for administrative personnel.”

Proposal Application Checklist

Applicant: _____

RFP No.: HTH 560-CG-12-1 and 2

The applicant's proposal must contain the following components in the order shown below. This checklist must be signed, dated and returned to the purchasing agency as part of the Proposal Application. SPOH forms are on the SPO website. See Section 1, paragraph II Website Reference.*

Item	Reference in RFP	Format/Instructions Provided	Required by Purchasing Agency	Completed by Applicant
General:				
Proposal Application Identification Form (SPO-H-200)	Section 1, RFP	SPO Website*	X	
Proposal Application Checklist	Section 1, RFP	Attachment A	X	
Table of Contents	Section 5, RFP	Section 5, RFP	X	
Proposal Application (SPO-H-200A)	Section 3, RFP	SPO Website*	X	
Tax Clearance Certificate (Form A-6)	Section 1, RFP	Dept. of Taxation Website (Link on SPO website)*		
Cost Proposal (Budget)				
SPO-H-205	Section 3, RFP	SPO Website*		
SPO-H-205A	Section 3, RFP	SPO Website*		
SPO-H-205B	Section 3, RFP,	SPO Website*		
SPO-H-206A	Section 3, RFP	SPO Website*		
SPO-H-206B	Section 3, RFP	SPO Website*		
SPO-H-206C	Section 3, RFP	SPO Website*		
SPO-H-206D	Section 3, RFP	SPO Website*		
SPO-H-206E	Section 3, RFP	SPO Website*		
SPO-H-206F	Section 3, RFP	SPO Website*		
SPO-H-206G	Section 3, RFP	SPO Website*		
SPO-H-206H	Section 3, RFP	SPO Website*		
SPO-H-206I	Section 3, RFP	SPO Website*		
SPO-H-206J	Section 3, RFP	SPO Website*		
EIS Budget Instructions and Attachments D-1 through D-4	Section 3, RFP	Section 5, RFP	X	
Certifications:				
Federal Certifications		Section 5, RFP		
Debarment & Suspension		Section 5, RFP	X	
Drug Free Workplace		Section 5, RFP	X	
Lobbying		Section 5, RFP	X	
Program Fraud Civil Remedies Act		Section 5, RFP	X	
Environmental Tobacco Smoke		Section 5, RFP	X	
Program Specific Requirements:				
POST 210 & 210A- Report of Expenditures		Section 5, RFP		
Table A- Performance Measures		Section 5, RFP	X	
DOH Policy Directive- Interpersonal Relationships		Section 5, RFP	X	
Procurement Circular-Campaign Contributions		Section 5, RFP	X	

Authorized Signature

Date